OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING

December 1951
TORONTO, CANADA





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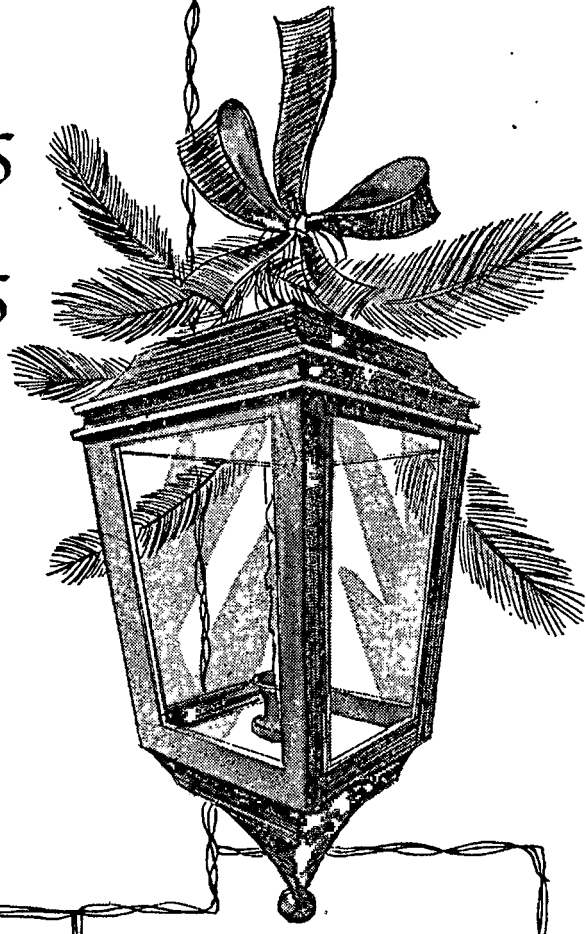


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CANADIAN CAMPING

Vol. III DECEMBER, 1951 No.4

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"CANADIAN CAMPING" IS PUBLISHED FOUR TIMES A YEAR BY THE CANADIAN CAMPING MAGAZINE CO. FOR THE CANADIAN CAMPING ASSOCIATION AT 170 BLOOR ST. WEST, TORONTO, ONTARIO. SUBSCRIPTION PRICES: MEMBERSHIP IN THE CANADIAN CAMPING ASSOCIATION INCLUDES CANADIAN CAMPING: TO NON-MEMBERS, 35 CENTS PER COPY, $1.25 PER YEAR, $3.50 FOR THREE YEARS. AUTHORIZED AS SECOND CLASS MAIL. POST OFFICE DEPARTMENT, OTTAWA, ONT.

Christmas Trees

When *you* think of Christmas trees
What do you recall?
Do you see them piled on city lots
Or leaned against a wall?
Are they tagged for busy shoppers,
Who know not spruce from pine,
Nor ever guess the long slow years
To make a tree's design?

When *you* think of Christmas trees
Are they in some heated place,
Standing in the corner
Of a gaily-cluttered space;
Hung witth loops of tinsel
And bulbs of colored light,
Weighed down with parcels
Wrapped in papers bright?

When *I* think of Christmas trees
I see them where they grow
Out in the forests
Standing in the snow;
Dark spires against the sky
Draped in frosty frills
Shining in the moonlight
Out on the hills.

When *I* think of Christmas trees
Glowing gems are there
Glistening on the branches
In the cold night air.
They seem to reach so very high
Above the snow-clad sod,
Up, and ever up, they point
Above the stars, to God.

—Mary S. Edgar

With every good wish to our readers for Christmas and the New Year



Creativity in Canadian Life

The Massey Report on National Development in Art, Letters and Sciences and its accompanying volume of special studies is a thoughtful masterpiece of charm, wisdom and design wherein the potentialities of the Canadian life have been brought to light and carefully assayed. This magnificent document presents a definite challenge to leaders in youth organizations and will bring pleasure and stimulus to even the casual reader.

The underlying thesis of the Report is that the good things of the mind, from scholarship to handicrafts, from Indian arts to town planning, must have greater support. Through the ages they have existed, for the most part, under some form of patronage but if they are to flourish increasingly Government sources, both Federal and Provincial, must give greater concern and increased financial support. As a nation we have passed the pioneer 'digging-in' period and today there is a growing interest in cultural pursuits. This is evident in an increased library circulation and the opening of new libraries in rural communities, heavier enrolment in night classes, greater interest in Museums, Art Galleries and exhibitions such as the Viennese Collection. There has been remarkable growth in music, drama and handicraft organizations. The number of small town bands is impressive and plays and operettas are no longer confined to the larger centres. Furthermore the recent changes in working conditions have made provision for greater leisure, for both white collar and factory workers, resulting in greater opportunity to follow cultural pursuits. Wood carvers, handicraft workers and amateur painters are showing their skills and their colours everywhere.

It would appear, therefore, that the trend to greater government concern and increased government support is not only justifiable but also inevitable.

The recommendations of the Massey Report are based on the implicit assumption that there are rich veins of potential creativity within our national groups. The Report also assumes that new life infused into these groups will bring forth a great flowering of that creativity. However, only with full cooperation and support from Government as well as from humanitarian and social organizations, will that flowering wax more glorious as the years roll by and become for all the diversified peoples of our broad Dominion 'a thing of beauty and a joy forever'.

Another factor that will be of inestimable value in bringing about this flowering will come through intelligent and enthusiastic leadership. Leadership quick to recognize stirrings of creativeness, leadership with personality and power to develop confidence, leadership with knowledge of how to direct that creative trend and bring the latent talent to a measure of fulness. It is at this point that leaders, having discovered veins of creativity, find themselves handicapped. The road to achievement is difficult and costly. Low-priced materials and training centres are not available in most centres; the same is true of stimulus in the way of monetary grants and scholarships. It is in this direction that government aid can be of great value. It will also bear fruit by creating a happy (rather than a frustrated) state of mind in individuals who have been led to believe that they have creative ability. This, therefore, will make for good citizenship as well as good artistry.

Children, even at a very early age, must be given encouragement to express their creative tendencies. They must have free play to work out the ideas which flash into their minds and when something appears to them to have value or beauty their desire for expression must be met with a sympathy which will lead them to trust their own intuitions. In the nursery, in the home, in the school, in summer camps and in youth organizations, there must be this atmosphere of understanding and cooperation which will fan the flame of expression. This will be to youth as sunshine is to growing plants. They will then paint as *they* see things, they will work out little rhyme patterns and song and dance rhythms (and when they are older, short stories and poetic stanzas). They will dramatize, and with amazing reality; even shy individuals, playing at charades, will act parts with remarkable savoir faire. Having been given encouragement in creative activities and having had no cause to fear the public opinion bogey they will continue to find great delight, as they grow up, in these activities. They will also discover that there is not only a thrill but also satisfying reward in 'being creative'. Public approval, prizes and other incentives (though they may stimulate effort and strengthen confidence) will become, as they should, of secondary value.

At the same time youth must learn that artistry, like citizenship, demands controls. As citizens we must conform to traffic regulations and to many other controls which put the brakes on unlimited freedom of expression. Good artistry makes the same demands. Care must be taken not to ruin the desired effect by exaggeration; restraint must be exercised to keep the story or the painting from being cluttered. Fine work of any kind calls for habitual controls: patient effort, honesty and integrity of execution.

This method of education will develop imagination and ingenuity. It will also make for independence of thought and action and, to a certain extent, should counteract the present trend of running, willy-nilly, with the crowd, like sheep.

The Massey Report is a Canadian Report: its studies are of Canadian life and literature; its recommendations are for Canadian people. There is much in it, for old and young, 'to read, mark and inwardly digest'. Though young children may not be able to grasp the concept of Canada as a political and economic unit we must help them as they grow to maturity to know, understand and love this land of ours. From our well-grounded fear of Jingoism we have sometimes forgotten to make our children conscious of the wonderful heritage that is theirs. They must realize that they

belong to a country whose history, though short, is thrilling, whose resources are tremendous, whose countryside in all its diversity has strength, colour and grandeur, and whose future promises security and prosperity.

It will take years to grasp what is behind all this but each year our children must learn something more about our forests, our waterways, our wheat fields, our rich oil deposits—the roots from which our Canadian life and commerce grow. That their imaginations may be stirred we must help them to visualize this Canada of ours. Films, illustrated lectures and radio presentations all have a great part to play. Specially planned trips for children, where they will become acquainted with our great waterways, our wilderness forest areas, our systems of water storage constructed to make electricity, — all these present wonderful opportunities to study the underlying structure of our natural resources. At summer camps and cottages children should be encouraged to explore the background of that part of Canada where they happen to be. Too often families holidaying in the wilds bring with them the devastating attitudes of city life—hurry, competition and artificial sociability and there is no time to enjoy and get the feel of the out-of-doors. Surely to follow the courses of the streams that enter 'our' lake, to paddle quietly along the shore, learning something about the trees and the birds and the animal life of the woodland is a vital experience which is worth more than making a speed boat record. Experiences of this kind leave a deep impression and often change the whole course of one's life. If our children can come to realize the glory and beauty of these contacts they will experience the growing delight and deep-seated satisfaction, trip after trip and season after season, of adding to their store of knowledge of the out-of-doors. Following this way of life they will also learn something about the stream sources of our Canadian spirit.

We become truly Canadian only as we learn to know and understand and love Canada. As parents and teachers, leaders and friends of youth, it is our responsibility so to guide our youth that they, too, will know and understand and love Canada. If we can accomplish something in this direction, year after year, the recommendations of the Massey Report will soon have become part and parcel of our Canadian life. That flowering of creativity will have ushered in a new era.

The following remarks, quoted from an address given by His Excellency the Governor-General, as he opened the 1951 sale of contemporary painting held recently at the Art Gallery in Toronto are in line with the dominating themes of the Massey Report. "History shows that, as new countries grow and develop, they tend to express their national characteristics through the Arts. In the world of painting Canada has already struck out on a line which is both original and distinctive. Eventually Canada will give to the world, in other fields of cultural pursuits, contributions which can be labelled as distinctly Canadian."

*The greater part of this article has been worked out from one written by Dr. Mary L. Northway for the Bulletin of the Institute of Child Study. Considerable abridgment has been necessary and certain additions have been made to adapt it to the point of view of the readers of Canadian Camping.



A Counsellor-in-Training Programme

JOHN HOYLE

Director: Gay Venture Camp
President: Ontario Camping Association

The adequate training of the camp staff is one of the most urgent problems facing a camp director. It is a never-ending problem because due to the vagaries of life, counsellors of this season may be nurses-in-training, insurance clerks, or maybe even entering the halcyon gates of matrimony, by next summer.

While it is not impossible, it is difficult to give cabin counsellors any kind of adequate training during the camp season. Their day is so replete that they need every moment of their daily period off duty for relaxation, and when evening comes and their duties are over for the day, minds and bodies are tired and hardly in a receptive mood for concentrated thought and the alertness of mind required for either lecture or discussion. For these reasons, while not by any means neglecting entirely the in-camp training, we have found it expedient to concentrate training primarily on the pre-counsellor-age girl.

There is, however, another reason for this emphasis. Young people of to-day mature socially earlier than they did a generation ago. It has been our experience that at sixteen and seventeen years of age young people are saying something like this: "I have been a camper for seven or eight years. I have completed satisfactorily all the available tests in camp activities. I feel I am ready to become a cabin counsellor and share my learnings and experience with younger campers."

This altruistic attitude, for that is what it is basically, is typical of a great number of girls who are looking for a place where they may share their experience with those their chronological juniors. Of course the motivations underlying this attitude are complex and space does not permit a discussion of them here. The fact remains that these young people are saying: "Here we are; we are ready for service. If you do not wish to use us we shall be compelled to look elsewhere." And why should we lose the services of these charming, experienced (in skills) and socially-minded people?

Aware of this challenging situation a plan to meet it was proposed a few years ago. It is really a five-year plan. While not yet adequate and while subject to change as we become aware of better ways of doing things it is pointing the way to better days ahead. The emphasis is at present on the sixteen and seventeen year old girls. However, we start work on the fourteen-year-olds in an introductory manner.

Here is the plan: Girls of fourteen and fifteen years of age who show leadership-potential are enrolled, if they volunteer, in our Leadership Training Plan. During the season these girls meet three or four times with the camp director who devotes more than half of his daily schedule to leadership education and personality guidance. At these sessions these girls are presented with the challenge, opportunity, and sacrifice of

leadership through camp counselling. This is correlated with experience by giving them the opportunity of undertaking, according to their ability, certain actual leadership skills. These might include putting a cabin group of young children to bed, telling stories, taking charge of a table in the dining room, working out, and on, some project for improving the camp site, or taking charge of a small group in some craft activity.

Let us take the technique employed in putting a cabin group to bed as representative of other similar activities. The Camper in training is assigned first to spend an evening observing a counsellor as she puts a group to bed. On the second night she helps the counsellor, and in doing so (we hope) she assimilates something of the counsellor's technique. After the campers are asleep she discusses the methods used with the counsellor. For the following two nights (making four nights in all) the roles are reversed and the young lady in training takes charge of putting the cabin group to bed, with the counsellor remaining in the background. Following "goodnight" the two confer. The trainee may ask explanation of this or that method and the counsellor may suggest how the trainee might have handled one or more situations in a more effective way.

It should be understood clearly that the girls who enroll in this preliminary training program of leadership are not counsellors in training but are merely senior girls who are seized with the urge to leadership. This elementary part of our training program is still very much in the experimental stage but the experience we have had so far indicates that the project has very real values and that it more than justifies the very considerable time and thought devoted to it. Not only does the experience give an added zest to a camper of many years who may be getting a little dissatisfied with ordinary camper activities but it also gives the camp director some indications of the effectiveness of the camp program as well as the potential leadership available for the future.

At sixteen a girl, if she meets the requirements of the camp, may enroll as a junior counsellor in training. If, in this role, she completes the summer with a successful record she may be invited to return the following year as a senior C.I.T. If as a junior or a senior C.I.T. her record is not up to requirements she may be asked to repeat her year. Naturally, some do not wish to do this. Where a girl does so our records show that one hundred per cent make good. In other words, when a girl shows the necessary strength of character to be willing to repeat her year she has later become a successful counsellor.

A counsellor in training is not a "Jo-girl". She is always treated as a leader-in-training. True, she may be asked to help counsellors in clearing away the tables in the Lodge for an evening programme or in collecting wood for a staff party but these are, after all, part of training. The whole emphasis is on learning how to become a leader through mental and physical experience.

A junior counsellor in training takes part in the four daily programme periods. For one of these periods she is definitely assigned to a discussion group conducted by the director. This takes the form of a discussion-lecture group designed for the purpose of helping a girl to understand herself. As a basic guide the textbook "Towards the Understanding of Youth" by the writer, and published by the Canadian Council of Churches, is used. Through the medium of the ten chapters written in

everyday language the student acquires a simple but comprehensive understanding of her relationship to the forces of heredity, plus the influences and adjustments of home, school, church, friends and community. The course might well be described as "An orientation course for youth." The first question asked each morning is "has anything occurred in camp since we last met that you would like to discuss?" Thanks to the mutual confidence that exists between Cs.I.T. and leader, several questions are usually raised regarding various behaviour problems and the methods used in meeting them, the reason for some new regulation, the lack of interest in some activity, or the interest or otherwise in some special day programme. The Cs.I.T. appreciate the freedom and understanding of this period, and incidentally, it gives the director a marvellous insight into the working of the camp as seen by fifteen or twenty alert, keen and critical young people. Experience has shown that the mutual confidences in this group are never abused.

If properly qualified a junior C.I.T. will assist for one period a day as a life-guard. She may devote the other two periods to developing her own personal skills or, if qualified, may assist in the instruction of some skill under the supervision of a counsellor. We do say this to our junior Cs.I.T. "This is the last summer when you will have much freedom in selecting your activities. Think well over the skills in which you are weak and plan to improve them this season. By all means emphasize the skills in which you are particularly interested but plan to be at least moderately good in all camp activities. Try and plan to be an all-round counsellor prepared to give leadership wherever you may be needed."

The senior counsellor in training (seventeen years of age) also attends a daily discussion period with the director. The content of this course deals with the camp philosophy to which much time is devoted. This is due to our feeling that no leadership can be adequate unless the philosophy underlying all the camp objectives, methods and programme are clearly understood and accepted. The camp philosophy is correlated with a study of the technique of understanding campers' behaviour both as individuals and in their group relationships; methods of meeting successfully behaviour problems: suggestions and practise in story-telling, preparing a service of worship, etc.; the meaning and technique of leadership and a study of all camp relationships such as camper-counsellor, counsellor-counsellor, counsellor - administration. Daily opportunity is also given here for a consideration of the why and wherefor of the daily happenings in camp.

Theoretically a senior counsellor in training has one free period a day similar to the counsellors' period off for relaxation. In this period she may prefer to participate in some activity or she may use it for a conference with the director or the programme director. For the remaining two periods the senior C.I.T. is assigned to activities where she may assist the counsellors in their activities, and develop her skills in coaching through experience. For the past two or three years, however, senior Cs.I.T. have asked that they be not given a period off as they would prefer to be assigned to some activity. This rather interesting request has been granted.

Every two weeks or so the director receives a report on every C.I.T. from all Section Heads and Activity Heads with whom she has worked. A schedule is then set up and the director spends from twenty minutes to half an hour with each C.I.T. discussing with her these reports and together discovering

ways in which any weaknesses reported upon may be faced and conquered. The value of these individual conferences is incalculable.

Last year, for the first time, a senior staff member was appointed to give a large portion of her time to actually supervising the counsellors in training in their activities, making sure that they are getting every opportunity for coaching and assisting them in their several teaching techniques. This staff member also functioned as the C.I.T. Advisor and the relationships established in that way were definitely valuable.

So far we have referred briefly to four years of training. Under this plan a girl who has completed her service as a senior counsellor in training may be invited to return as a cabin counsellor, or she may, if she wishes, apply for a position in some other camp. We are quite alive to the fact that the average eighteen year old girl is not sufficiently emotionally mature to be given full charge of a cabin group. We feel we are really asking too much of them. Before too long we hope to raise the minimum age to nineteen.

It is also evident that despite all the training these Cs.I.T. have had in leadership and skills the actual cabin group responsibility brings not only much greater responsibility than was anticipated but presents problems hitherto not actually experienced. For this reason we are endeavouring to work out a plan to continue the training for this age group. While we have not yet found the answer to any form of group training we have emphasized that both the director and the programme director are always available for conference—they are never too busy to confer with counsellors on their problems. This attitude has been recognized and is appreciated. Every day there are numerous such conferences and it may be that more worthwhile results can be secured in this way than through a more formal discussion group.

In evaluating this training programme which is experimental and incomplete we can report that counsellors who have followed it through have almost invariably turned out to be our most reliable, understanding and effective staff members.

From the farewell speech of H.R.H. Princess Elizabeth

I thank you for the glimpse you have given me of the greatness of this nation and the even greater future which is within its grasp.

I have seen this future in the eyes of hundreds of thousands of your children and have heard it in their voices. For as long as I live I shall remember and cherish fondly the greetings which came to us each day from those young people. I pray that their lot in this land will always continue to be a happy one.

Fun With Nature

MARGARET GOVAN
Director Camp Onawan.

Something had to be done about 'nature' in our camp. Here we were living in the great out-of-doors and knowing and caring so little about our out-door neighbors!

We had tried classes and interest groups in other seasons and had failed miserably. We had the necessary books in the reference library but they remained unopened. Occasionally a 'born nature lover' would stop to look at something; outside of that we had little time for such things.

We made a discovery, however, and found that we made much more progress in this direction when we learned to recognize the 'leads' which the campers themselves offered us and how best to make use of them. We also secured information regarding experiments being made by Mr. Ellsworth Jaeger in a Nature Day Camp in connection with the Buffalo Museum of Natural History. At their weekly camp fire each camper wore a felt shoulder belt and, as he was able to identify flowers, birds, animals, etc., he was given an appropriate symbol to wear on it. We decided to try that, adding some camp craft as well (choosing wood for fires, building fires, simple cooking). Definite periods were set aside when the juniors could explore and practise with adult assistance. This scheme proved most successful and profitting by Mr. Jaeger's findings *no more than five new species were to be identified on any one trip.* The juniors loved their camp fires, with their own fire-lighting ritual, their own songs, nature stories and games.

Following up the 'leads' of the older campers was more difficult and one really needed a museum staff to deal with them. One, for instance, was a tin half full of sand. "We're sure there's gold in it. Couldn't we have it analyzed?" What a jumping-off place for awakening an interest in geology! But no member of the staff was able to help and our reference books were quite inadequate. The next 'lead' was a raccoon. She haunted our garbage pails and one day upset the can and covered herself with beet juice, leaving her trail as she made a tour of the verandah. Everyone became interested in raccoons but being a night visitor it was almost impossible to get a good look at her and she was very shy after she had a litter of five little ones.

Nature hikes as such were usually out, but a hike to pick raspberries or to visit the fire warden's tower was fun and trips and picnics and hikes were made occasions, by counsellors as well as campers, of identifying five species

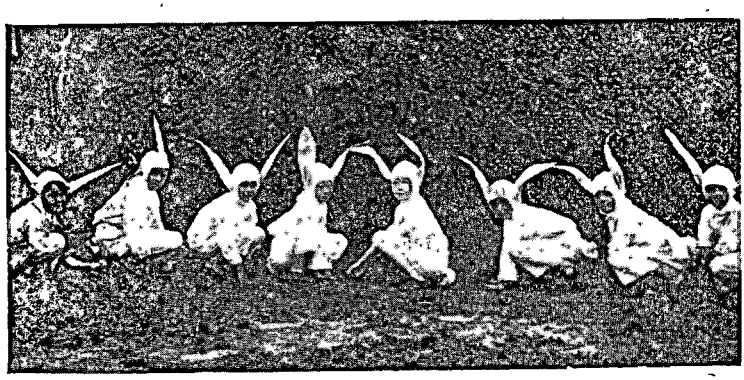
(birds, flowers, trees, etc.), sometimes a first five, sometimes a second. An interesting detail about each one helped to make the identification more permanent: White Pine, five letters, five needles; shinleaf, used by Indians for medicinal purposes; spruce, provides a gum which can be used for mending a canoe; vireos, always decorate their nests. Several natural phenomena were exciting enough to write home about: a beaver dam, a colourful display of Northern Lights, and an eclipse of the moon. Late hours may have had something to do with the last two.

Constant use was made of posters. They were simple and gay with colour and the print was large enough to read with ease. With posters for birds there were spaces for listing the species, where they had been seen, and the names of campers who had spotted them. Coloured pictures of birds were often used to illustrate them. With flower or weed posters real specimens were used.

Team games (four or five minute periods) were played in the diningroom, table against table. "Victims" would be selected and then the announcement would be made: "Wanted: a basswood seed . . . a hemlock cone . . . two different pieces of birch bark."

We experimented with making fires. Four fires, as near in size as possible, were built on the same plan, one with soft wood, another with driftwood, the third with birch and a little kindling, the fourth with maple. They were lighted at the same moment. A few minutes later, the camper designated who touched the cold ashes of the soft wood and immediately afterwards the ashes of the maple suffered a painful surprise!

Many of the campers went home from camp wearing their shoulder belts resplendent with insignia. One way and another awareness of the out-of-door world had made itself felt in the consciousness of the campers, and to our great delight, of the counsellors as well.



Bunnies at Glen Bernard

British Columbia Camp Roundup

The first fall meeting of the B.C. Branch, Canadian Camping Association, was held in a lounge of the Y.M.C.A. Our president, Phyllis Porter, had changed her name to Phyllis Robinson during the summer, and everyone agreed that she had had the most successful holiday.

The fact that there had been not a drop of rain throughout the camping season this year made out-door sports, especially swimming, the highlight of the summer. It even curtained to some extent trips to the woods because of fire restrictions, but everyone agreed these restrictions were easier to cope with than rainy days at Camp.

The Stratford Children's Camp at Roberts Creek had a very successful season, which Mrs. Galliford reported due to good leadership. A Red Cross Course in swimming and life saving gave her counsellors an opportunity to carry through a very pertinent program of waterfront safety.

The Zionist Camp at Crescent Beach, now in its 15th year, had a staff of 17. Children from 9 - 17 came from all over B.C. and from the Western States to work and play together in a program of appreciation of their racial background and its contribution to the community as a whole.

In-City Camping was carried out by the Y.M.C.A. in Boys' Town during the summer. Mr. Allan Wooten reported that the B.C. Natural History Society arranged Woodland Rambles, Beach trips and trips to the Zoo and the Agricultural College where the boys received first hand instruction from leaders in the field.

Camp Fircom, the First United Church Camp on Howe Sound, was a busy place this summer. Deaconess M. Richardson reported many mothers and young children attended and many more 7 - 8 year olds without mothers. There were the usual Explorer Groups and the Hi Y campers.

Miss Gertrude Moore agreed that the summer was perfect for the swimming and boating program at Moorcroft. Her campers enjoyed sleeping outdoors but due to the dryness of the woods they did have to keep to main highways and missed their outdoor cooking sprees. Birds were very plentiful around Moorcroft, especially since their water tank overflowed, and the children learned to identiy many small birds.

Children's Jubilee Summer Camp, situated on the North Arm of Burrard Inlet which, since 1935, has been operated by the Trade Unions, Fraternal Women's Organization, was reported by Mrs. Cook and Mrs. Ford. Here leadership is voluntary. The slogan for their camp is "Campers to-day, leaders to-morrow".

Charlie Roche of Camp Howdy reported about his camping experiences in his native land, Australia, where camping is carried on by the government on a 12 month basis, and is a part of the school curriculum. This summer he made a tour through the United States and Eastern Canada, visiting camps of many different types. Here he picked up many new ideas, saw camps which impressed him very much and other camps which he felt were losing some of the spontaneous natural setting of true camping experience. Indeed, we learned about leadership training camps, something of how miraculously 300 campers would be fed and all traces of the meal disposed of within twenty minutes. We had a good laugh over some of his experiences in a very posh Girl's Camp when a group of boys got shipwrecked off their beach, and we were quite intrigued over the program of instruction in the ways of Emily Post at a Welfare Camp in the Eastern States.

So ended our first round-up of the year.

A Greeting to O.A.C. Members

This Fall, in deep humility, I step into the office of President of the Ontario Camping Association, a position so admirably filled by Mr. Ted Yard for the past two years.

This is not the place to discuss details of plans for the future, but may I take this opportunity of making one observation? It is only as we place our major emphasis on character, on personality development, on guiding thinking towards that kind of living that is rich and abundant and reaching out that camping may be considered to be worth the time, money, and effort put into it. Camp activities, skills and programme are all a "must" but their permanent value lies only in the contribution they make to Canadian citizenship on the highest level.

Stanley Jones in "The Way to Power and Poise" refers to a definition of democracy which states "Democracy is that madness which believes about people that which isn't true, and yet without that belief they will never become what we believe them to be." Change that word Democracy to Camping and read it again. You now have a definition with power to revolutionize much of our camping philosophy and programme. Will you read it again and think it over in light of your own camp objectives? It's dynamite, it's T.N.T.—in fact, it's atomic.

JOHN HOYLE.



THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

. . . operated Camps in three provinces last summer. Sunshine Camp at Sooke, 18 miles from Victoria, B.C., was held for the twelfth season. Dry weather and strict forestry regulations made picnics off the premises impossible last summer, but sea bathing and sun bathing on the beach, with many other happy activities, filled the Camp days for the thirty-two campers. Manitoba's first Camp was on Lake Winnipeg's western shore. "Best vacation since losing our sight" was the unanimous comment. Ancaster, Ontario, reached an all-time high in attendance, which was 183. Some of the Campers took their Red Cross Swimming Tests. Handicrafts were popular with over 40 in one period. Busy days and interesting evenings resulted in growth and development which could be observed daily.

In Memoriam

The Ontario Camping Association sustained a great loss in the death on October 25th of Mrs. Joseph Danson, one of the Charter Members and a former member of the Board.

Mrs. Danson was director of Camp Winnebagoe in Muskoka, which was established in 1933. She had a warm, understanding personality, which won her a wide circle of loyal friends.

Our sympathy goes out to all the members of her family, three of whom, her husband, her son William, and her daughter Marilyn, have rendered valuable service as board members of O.C.A.

The Birthright of Children

All children should know the joy of playing in healthful mud, of paddling in clean water, of hearing birds sing praises to God for the new day.

They should have the vision of pure skies enriched at dawn and sunset with unspeakable glory; of dew drenched mornings flashing with priceless gems; of the vast sky all throbbing and panting with stars.

They should live with flowers and butterflies, with the wild things that have made possible the world of fables.

They should experience the thrill of going barefoot, of being out in the rain; of riding a white birch, of sliding down pine boughs, of climbing ledges and tall trees, of diving head-first into a transparent pool.

They ought to know the smell of the wet earth, of new mown hay, of sweet fern mint, and fir; of the breath of cattle and of fog blown inland from the sea.

They should hear the answer the trees make to the rain and to the wind; the sound of rippling and falling water; the muffled roar of the sea in storm.

They should have a chance to fish, to ride on a load of hay, to camp out, cook over an open fire, tramp through a new country and sleep under the open sky.

They should have the fun of riding a horse, paddling a canoe, sailing a boat. . .

One cannot appreciate and enjoy to the full extent nature, books, novels, histories, poems, pictures, or even musical compositions, who has not in his youth enjoyed the blessed contact with the world of nature.

—Henry Turner Bailey
(from Camping Magazine)

Book Reviews

HOLIDAY CRAFT AND FUN by Joseph Leeming. Longmans' Green & Co. Obtainable in Canada from G. R. Welch Co., 1149 King St. W., Toronto. Price $3.25.

This book is crammed with illustrations and descriptions of clever things children can make, such as invitations, favours, decorations, and appropriate games for special occasions. It is a gold mine of ideas for camp, school and home parties—ideas that can be easily and inexpensively carried out by boys and girls.

FUN WITH FABRICS by Joseph Leeming. Longmans' Green & Co. Obtainable in Canada from G. R. Welch Co., 1149 King St. W., Toronto. Price $3.25.

This is another clever book by the same author. It is full of amusing and suggestive ideas about things to make from cloth and felt, and it is profusely illustrated. It is a fabric book for boys as well as girls, which seems unusual, but it includes scores of fascinating things that boys can make for themselves, such as a pup tent, signal flags, a fabric surf-board and a ship's hammock. There are also many purely feminine articles that girls will love to make in the craft-shop at Camp.





Assembly point

—for Parents!

Magnetic as a campfire and "franks" is the This Week Camp Directory of the New York Herald Tribune. For years, the better-income families in New York, New Jersey, Connecticut . . . and all across America . . . have relied on This Week Camp Directory of the Herald Tribune as a guide to the best camps. These two-thirds of a million families are prospects you can't afford to miss! . . . not only camp-minded, but have the means to do something about it! If you want to talk to this assembly point for your best prospects . . . put This Week at the top of your advertising list. Write or wire for details . . . now!

This Week MAGAZINE

CAMP DIRECTORY IN THE HERALD TRIBUNE

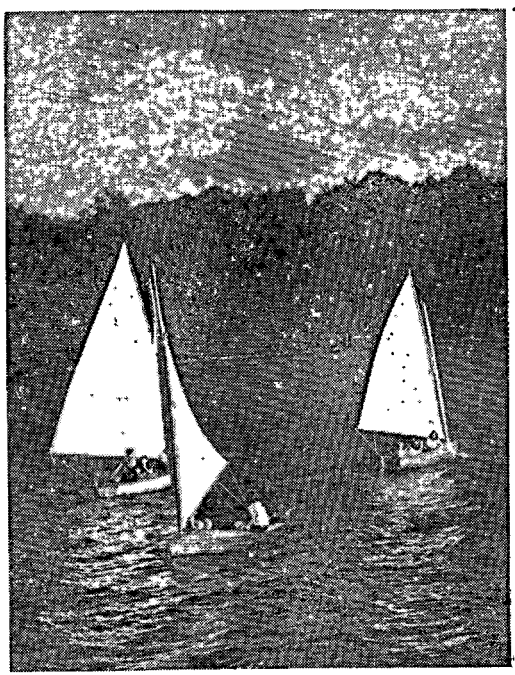
230 West 41st Street, New York 18, N. Y.

MEASURE OF THE YEAR by Roderick Haig-Brown Collins. 1950. 279 pages.

"Measure of the Year" should be compulsory reading for Camp Directors. It is delightful. Canada, through the year, as it is reflected in Nature and in life, is the theme. Conservation, Children, Gardens, Trees, Visitors, Woods, Libraries, Hunting and Canada are among the subjects. It is a book to be digested, but sipped slowly as rare, mellow wine. Its chapters ask to be read aloud by our winter firesides. The only disadvantage to its being read aloud is that the reader will be interrupted frequently with "that reminds me . . . !" or "I've so often thought that, but never thought of saying it just that way." M.L.N.

HUNDREDS OF THINGS A BOY CAN MAKE. Published by The Musson Book Company Ltd., Toronto. Price $1.25.

The sub-title of this book is "a hobby book for boys of all ages," and it is indeed just that. There is a great deal in this book to attract and interest the average boy. With a copy at his elbow he would never be at a loss to know how to spend his time. There are innumerable paragraphs describing the making of toys, there are directions on the construction of useful articles for the home, and there are descriptions of things to make for bazaars and sales of work. It is a guide and reference book to turn to on a hundred occasions.



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PAPER-BAG AND PAPER--PLATE MASKS

From one of the books reviewed in this issue, "Holiday Craft and Fun", there are simple directions for making various types of masks. With paper bags you can make dozens of different kinds of faces with pencil, crayons or paint. You can paste on crepe-paper hair, eyebrows, ears or whiskers of coloured construction paper. Cut holes in the bag for eyes, nose and mouth. Clever masks can also be made quickly and easily by using paper plates. Draw eyes, nose and mouth on the outside of the plate. Cut these out with the point of a knife or scissors, then decorate with crayons, adding eyebrows, hair, etc. Make two small holes on each side of the rim and attach a piece of string through the holes for tying around the head. Campers could give their imaginations full rein.

SPAGHETTI SAUCE

When a case of gallon-size tins of Spaghetti Sauce arrived in Camp last summer, instead of the smaller case of 28-oz. tins which we had anticipated, our first impulse was to promptly ship it back, but the Dietitian suggested we sample it. It was not long before we were ready to order another case. One of the recipes which proved most popular with the campers was meat-balls with Spaghetti and Spaghetti Sauce, and this was discovered to be an excellent way to use left-over meat. Corn beef loaf with the sauce was also popular. Spaghetti Sauce is tasty and economical and is available from our advertisers, Gumpert Co., Ltd., who will also provide you with some excellent recipes.

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She learned the art of building fires,
The kind of wood to choose,
The surest way to pitch a tent
The sort of axe to use.

Back home in town, when camp was done
Of all her skills she'd boast:
Her family grew skeptical,
For she burned the morning toast!

—★—

The human brain is a wonderful thing. It starts to work when we are born, and never stops until we stand up to make a speech.

—★—

Some people make the world . . .
Others live in it.

Edna Ferber.

—★—

People and pins are useless
When they lose their heads.

Films of Camp Interest

The National Film Board has a new moving picture, "The Longhouse People", which was photographed in colour on the Brantford Reserve with the full co-operation of the tribal leaders, and which depicts the life, religious ceremonials, dances, healing ceremonies and tribal councils of these fellow Canadians. Some of them still hold to ancient beliefs and customs, and nearly all of them feel kinship with the traditions of their ancestors, even though they live and work in the Canada of today. This film should be of special interest to Campers.

Other films of particular interest to campers are "Summer is for Kids," which gives a fascinating picture of life at a real camp (to be exact, at Pinecrest Camp of the Toronto Y.M.C.A.). Other films are "Canoe Trip", Indian Canoe Man", and "Portage". Then there are the two excellent camp films which are obtainable from the Ontario Camping Association office, 52 Avenue Rd., Toronto — "A Camper and His Canoe", and "With Paddle and Pack".

One of the excellent Arts and Crafts films "Animules" was shown at the November meeting of the O.C.A. and was greatly enjoyed.

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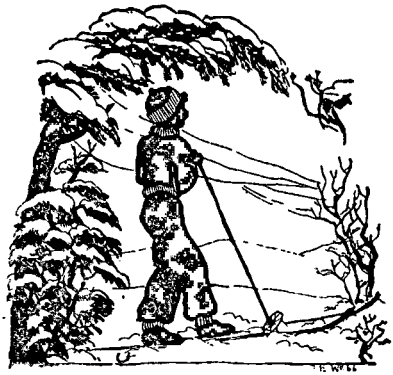
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Winter

Winter's in the North again
With jewels in her hair,
With crystal beads a-shining
And a spotless gown to wear.
Her eyes are twinkling like the stars,
Her cheeks are all aglow,
And stencilled with blue shadow bars
Is her mantle of the snow.

Winter's in the North again
With merry bells that chime,
Echoing through the forest
The joy of Christmas time.
The lakes are silvered over,
Her wand has touched each pane.
The ski-trails ring with laughter
For winter's here again. —M.S.E.



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